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AUTHOR	Buchanan, E. T., III; Sunnucks, George M.
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ABSTRACT

The purposes of this document are: (1) to measure the participation of women, veterans, minority and handicapped students in postsecondary cooperative programs; (2) to provide a descriptive and comparative analysis of selected policies and practices of cooperative education programs, by institutional level and extent of women, veterans, minority, and handicapped participation; and (3) to highlight selected cooperative education and other special programs that are uniquely responsive and have attracted women, veterans, minority, and handicapped students. Approaches taken to collect data and information necessary to the study were: (1) a detailed questionnaire that was sent to 600 colleges and universities; and (2) visitation to exemplary programs, open-ended schedules and extensive written and telephone conversation. Some findings were: (1) cooperative education programs reported that they are experiencing an increase in minority and women student participation; (2) increasing numbers of women, blacks, and other minority students are entering nontraditional curricula such as engineering and other technical fields; and (3) of the total headcount enrollment reported by 150 cooperative education programs, 26 percent were women, 0.8 percent were handicapped, 13 percent were veterans, and 15 percent were male students of minority status. (Author/KE)

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FINAL REPORT

POSTSECONDARY CO-OPERATIVE EDUCATION PROGRAMS AND MINORITY STUDENT PARTICIPATION: ENROLLMENT PATTERNS FOR WOMEN, VETERAN, MINORITY, AND HANDICAPPED STUDENTS; SELECTED PROGRAM CHARACTERISTICS; AND EXEMPLARY PROGRAMS SERVING POPULATIONS WITH SPECIAL NEEDS

Research Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Dr. E. T. Buchanan III
George M. Sunnucks
Tidewater Community College
Virginia Beach Campus
1700 College Crescent
Virginia Beach, Virginia 23456

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Dr. E. T. Buchanan III
George M. Sunnucks
Tidewater Community College
Virginia Beach Campus
1700 College Crescent
Virginia Beach, Virginia 23456

November 1975

DEDICATION

This document is affectionately dedicated to four women who either inspired or played a major role in completion of this study:

Cecilia Herman, secretary to the research director;

Karen Sunnucks, wife of the research director;

Susan Buchanan, wife of the project director;

Melvene Draheim Hardee, doctoral mentor of the project director.

The authors express their great appreciation to these women, and hope that this document will open new vistas of equal employment opportunity for women, minorities, veterans, and the handicapped.

George Michael Sunnucks
Research Director

Ernest Trezevant Buchanan III
Project Director

Tidewater Community College
Virginia Beach, Virginia
August 30, 1975

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George Michael Sunnucks
Ernest Trezevant Buchanan III

SUMMARY

The purposes of this report are: to measure the participation of women, veterans, minority and handicapped students in postsecondary co-operative education programs; to provide a descriptive and comparative analysis of selected policies and practices of co-operative education programs, by institutional level and extent of women, veterans, minority, and handicapped participation; and, to highlight selected co-operative education and other special programs which are uniquely responsive and have attracted women, veterans, minority, and handicapped students.

Two approaches were taken to collect data and information necessary to the study. Quantitative materials were gained from a detailed questionnaire which was sent to 600 colleges and universities. Materials of a qualitative nature, such as program profiles and recommendations from co-op practitioners were gained through visitations to exemplary programs, open-ended schedules, and extensive written and telephone conversations. Three important finding of the research are:

(1) Co-operative education programs report that they are experiencing an increase in minority and women student participation.

(2) There is strong evidence that increasing numbers of women, Blacks, and other minority students are entering nontraditional curricula such as engineering and other technical fields.

(3) Of the 34,385 total headcount enrollment reported by 150 co-operative education programs, 26% were women, 0.8% were handicapped, 13% were veterans, and 15% were male students of minority status.

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A. INTRODUCTION AND SIGNIFICANCE OF THE RESEARCH PROBLEM

The number of postsecondary co-operative and co-operative/vocational education programs has risen dramatically during the past several decades. As Dr. James Wilson has recently observed, co-operative education has ". . . captured the imagination of hundreds of colleges and universities throughout the country."[1] While the birth of co-op can be traced back to 1906 to the University of Cincinnati and has enjoyed steady acceptance since then, the greatest growth has taken place from 1963 to the present. Three hundred new programs have been initiated from 1963 to the present, while only 70 programs were begun between 1906-1962. The number of co-operative/vocational programs has also increased over earlier years, due in large part to the dramatic increase in the number of postsecondary schools which have recently adopted vocational education curricula. As of 1972, 11,731 postsecondary institutions were offering vocational educational instruction.[2]

Undergirding the remarkable expansion of co-op and vocational education has been increasing acceptance of the goals and philosophy of work experience education on the part of college planners. While proponents of co-operative education cite numerous advantages of such programs, they generally emphasize two outstanding benefits which co-op offers to the student: co-op can supplement and enrich the student's classroom learning by providing them with real life experiences; and, it

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[1] James W. Wilson, "Historical Development", Handbook of Co-operative Education, Asa S. Knowles et.al. (1971), pp.1-17

[2] U.S. Department of Health, Education, and Welfare, National Center for Educational Statistics, Schools for Careers: An Analysis of Occupational Courses Offered by Secondary and Postsecondary Schools, 1971. (Washington, D.C., 1975)

can provide students who need to work with paid employment in occupations related to their field of study. It is also commonly pointed out that co-op programs can assist employers to recruit well trained and motivated employees and can make better use of existing community resources and facilities for the enrichment of educational programs.

Given this thrust and philosophy, co-op programs would appear to have special significance and be ideally suited to meet the needs of disadvantaged students, minority groups, women, veterans, and handicapped individuals. While variations in the degree of disadvantagedness exist among these diverse student populations, certain generalizations regarding the special needs of these students can be safely advanced. These student populations have the need for financial support while the student is in postsecondary training, the need to gain greater exposure to the value structure of the larger society, the need for personal adjustment to the broader community in general and the business community in particular, the need to experience greater exposure to a variety of vocational choices, the need for in-depth vocational guidance and personal direction, and perhaps most important, the need to personally experience the "world of work" in businesses, industries, and corporations.

Concomittant with the growing awareness of the utility of co-op education for women, minority, veteran, and handicapped students has been recent affirmative action and equal employment legislation. The flurry of new equal employment laws and regulations has precipitated a greater effort among the employing community to recruit persons of minority

status for skilled trades, mid-management, and other administrative positions. Co-operative education programs with high women, veteran, minority, and handicapped student participation can be an ideal avenue for employers who are striving to attain their recruiting and affirmative action goals. For example, by identifying persons currently employed by the company who may be educationally upgraded or promoted, and by enrolling such employees as part or full-time students in institutions with co-op programs, an employer may begin to meet the affirmative action mandate. Another strategy would be for an employer to make a special arrangement with a co-op program to provide minority, women, veteran, and handicapped students with training positions, with the strong possibility that some of these students would be given permanent employment after graduation.

B. GOALS OF THE PROJECT

In a broad sense, this study was initiated to determine the role co-operative and co-operative/vocational programs are, or could be, playing in providing American women, handicapped, minority, and veteran groups with this unique brand of higher education and career mobility. Specifically, research was directed toward ascertaining the extent to which minorities, women, veterans, and the handicapped are participating in such programs. A second goal of the study was to try to identify certain program components or practices which appear to be associated with two and four year programs having high women, veteran, minority, and handicapped student participation. Finally, using the data collected and the input gained from co-op practitioners, the study identifies and highlights selected programs from around the nation which have had

measurable success in recruiting, training, and retaining women, veteran, minority, and handicapped students.

C. RESEARCH METHODS AND PROCEDURES

Several techniques were employed to collect data and qualitative information for this study. A detailed questionnaire which requested enrollment data by ethnic and veteran status, handicap and sex, as well as information about numerous program characteristics was developed and refined during the months of August - September, 1974. The instrument was reviewed by staff members of the State of Virginia, Division of Personnel, EEO Office, and the Northeastern University Co-operative Education Research Center, Boston, Massachusetts.

In subsequent months questionnaires were mailed to approximately 600 colleges and universities listed in A Directory of Co-operative Education (1973) and in Northeastern University's Directory of Co-operative Education Programs (1973). Additional institutions were contacted whenever it became known that they had co-operative education or experiential learning programs. A copy of the questionnaire is presented in Appendix A accompanied by definitions.

It is noted that the questionnaire was directed toward co-operative education programs since it was learned that a similar survey of postsecondary co-operative/vocational programs was being conducted during the same time period by the National Center for Educational Statistics. The NCES study should be available in the near future and should help to fill this information gap.

A vigorous follow-up on the questionnaire was anticipated and conducted because of a variety of factors: (1) the sensitive nature of the information being requested; (2) the uncertainty of many program directors as to their institution's policy regarding the release of enrollment data; and (3) the fact that many co-op programs do not routinely keep ethnic, racial, and other information on participating students. Follow-up procedures included telephone contacts with co-op directors and deans, letters requesting cooperation and completion of the research questionnaire, and a separate mailing of a modified and shortened version of the original questionnaire.

Overall, the research questionnaire was designed to gather information about co-operative education programs offered by the following type of schools:

(1) Technical/Vocational Institutes.

(2) Junior/Community Colleges.

(3) 4 Year Colleges and Universities.

Excluded from the survey were two and four year colleges which have a Black enrollment rate of 80% or more, and colleges for women.

To gain as much insight and input as possible, the researchers contacted and received information from a wide number of programs broadly defined as "work experience education". These included a variety of work-study arrangements, including internships, practicums, professional practice - almost any program which combines classroom study with off-campus learning. Moreover, since a central goal of the study was to identify successful strategies for recruiting and retaining ethnic students and other minority populations, the researchers also contacted

special programs and institutions which have experienced a sharp increase in minority, veteran, handicapped, and women enrollment over the past several years. Many of those programs, which are highlighted in Part II, are not by definition or scope work experience but have, nevertheless, attracted and served many of these student populations. It is the conviction of the writers that many of the practices and policies inherent in many of these co-op programs may well have special significance for planners who wish to modify and make their programs more responsive to minority, women, handicapped, and veteran student needs.

Other qualitative information was also gained through visitations to co-op programs which are considered by many to be both exemplary and uniquely responsive to ethnic minority students, women, and other minority populations. The following programs were visited during the project year:

1. LaGuardia Community College - New York City.
2. The Borough of Manhattan Community College - New York City.
3. Elizabeth City State University - Elizabeth City, North Carolina.
4. Howard University - Washington, D. C.
5. Northeastern University - Boston, Massachusetts.
6. The University of California at Berkeley - Berkeley, California.

Part D of the study presents a comparison between co-operative education programs with high minority, women, and veteran student participation and those programs which are underrepresented by these student populations. The goal of this analysis was to identify program components or practices which appear to be associated with programs which have attracted veteran, women, and minority students. Programs were selected by using HEW racial and ethnic enrollment figures for 1972 and

by collating this data with that contained in returned questionnaires. Programs were judged and then classified either "high participation" or "low participation" by comparing their enrollment rates with the overall state average in which the programs are located; programs were classified "high minority" if program enrollment figures equaled or exceeded the state average for minority enrollment in postsecondary institutions.

D. SURVEY RESULTS

ENROLLMENT OF VETERANS, WOMEN, HANDICAPPED, AND MINORITY STUDENTS IN POSTSECONDARY COOPERATIVE EDUCATION PROGRAMS

Male students of minority status - Blacks, Spanish surnamed, Asian American, American Indian, and others - represented about 15 percent of the total 1973-74 co-operative education enrollment as reported by 150 postsecondary institutions.(See Table 1) Veterans constituted about 13 percent of the total enrollment reported (34,385), handicapped persons 0.8 percent, and women 26 percent.

Two year programs enrolled about three times as many veterans as did four year programs, and about two times as many Spanish surnamed males. Four year programs, on the other hand, reported almost two times as many Caucasian and Black males than did two year co-op programs. With respect to other student populations, only slight variations exist between two and four year level programs.

The reader is reminded that the data presented does not necessarily reflect the national participation rates of the student populations studied. In some instances, programs reported their best estimates and not concise figures. Sampling techniques were not employed. Moreover, the number of institutions able to report enrollment data (150)

constitutes only about 25 percent of all programs surveyed (600) and just 17 percent of all co-operative education programs currently listed in a leading co-op program directory. The reader should thus exercise caution when making judgments or inferences beyond what is reported.

Nevertheless, it is the hope of the researchers that the information presented will inspire others to initiate further inquiries into the participation of minority students in postsecondary work experience programs. As of this writing, data relating to this subject, other than that presented in Table 1, does not exist in cumulative form.

Selected Program Characteristics of Co-operative Education Programs By Level And Extent of Minority Enrollment

LOCATION OF CO-OPERATIVE EDUCATION PROGRAMS

The data presented in Table 2 shows the geographical location of the programs surveyed according to institutional level and extent of minority participation.

Somewhat surprisingly, two year programs with high ethnic minority enrollment are less likely to be located in areas of 100,000 than are two year programs with low minority participation. This is also true of programs located in places of 25,000 - 100,000 population. However, a much higher percentage of two year programs having veteran and women representation (63.6 and 50 percent respectively) are situated in municipalities than are programs in the low participation category (37.7 percent).

IMPLEMENTATION OF CO-OPERATIVE EDUCATION PROGRAMS

Table 3 depicts the percentage distribution of co-op programs according to the time frame in which they were initiated.

As shown, the majority of all programs at both the two and four year level were started after 1961 with the greatest increase in new programs occuring after 1970. This pattern holds for all programs regardless of

the rate of minority participation.

PROGRAM STRUCTURE

The two forms of coordination most commonly employed in co-op programs are (1) a centralized plan whereby a centralized office is responsible for all work experience activities, and (2) a decentralized plan in which individual academic departments plan and coordinate off-campus work and learning activities.

As is shown in Table 4, a higher percentage of two year programs with high participation rates for veterans (77.2 percent) and women (63.6 percent) use a centralized structure than two year "low" programs (45.3 percent). This same general variance is also observed at the four year level. However, two and four year programs with high ethnic student enrollment are less likely to use a centralized plan than are their two and four year low minority program counterparts.

STUDENT WORK SCHEDULES

The two most common forms of scheduling student work assignments are the alternating and parallel plans, although some new forms or variations are being introduced today. In the alternating plan, students alternate periods of academic study with periods of work experience. In the parallel plan, students attend classes for half of the day and work the other half.

Table 5 shows that at the two year level, proportionately more high participation veteran programs use both the alternating plan (36.4 percent) and the parallel plan (45.5 percent) than do programs in the low participation category (21.1 and 35.2 percent respectively). Only a slightly higher percentage of high participation women programs use these two main schedules than two year programs without high women participation.

As can be noted from a review of the table, a smaller percentage of both two and four year programs with high ethnic participation use the alternating and parallel plans than do programs in the low participation category.

A finding of particular interest is that proportionately more two year low programs employ extended day and combination scheduling than their high minority program counterparts.

ROLE OF CO-OP PROGRAMS IN CURRICULUM DEVELOPMENT

One of the long standing debates in co-operative education circles has been the role the co-op office should or should not play in the development of academic policy or curricula. In some programs very little interaction takes place between co-op and academic divisions, while in others curricula and program development is planned jointly by the co-op staff and the academic faculty.

Table 6 provides an insight into this issue. As will be noted, at the two year level a higher percentage of high veteran (54.5 percent) and high women programs (45.5 percent) have co-op staff participating in curricula development than programs in the low category (41.2 percent). However, a smaller percentage of all high ethnic programs (14.7 percent) than low programs maintain this practice.

At the four year level, once again proportionately more high veteran and women programs have co-op staff involved in academic planning than programs with low representation. Conversely, a smaller percentage of high ethnic student programs (14.8 percent) than low minority programs (30.4 percent) have staff involved in academic decision making.

PARTICIPATION OF ACADEMIC DIVISIONS IN CO-OPERATIVE EDUCATION PROGRAMS

At the two year level, a proportionately larger number of programs with high rates for veterans (18.2 percent), women (22.7 percent), and to a lesser extent ethnic minorities (10.7 percent), have all academic divisions in their institutions participating in the co-op plan than programs in the low category (9 percent). A higher percentage of two year high veteran and women programs than two year low programs also have seventy-five to ninety-nine percent of all divisions participating in co-op.(See Table 7) However, proportionately more low ethnic programs than high ethnic programs have 50 to 75 percent of all divisions participating. This pattern is also observed at the four year level where a proportionately larger number of low minority programs have 50 to 100 percent of all academic departments involved in co-op than high minority programs.

REQUIREMENTS FOR ADMISSION TO CO-OPERATIVE EDUCATION PROGRAMS

Small percentage differences are observed between two year high veteran and women co-op programs and the low program average when age of the student is considered as an entry criteria to the co-op program. (See Table 8) Also, about the same percentage of the high veteran and women programs as low programs use course prerequisites, but proportionately more veteran programs use grade point averages.

When compared to the low program category, a proportionately smaller number of two year programs with high ethnic enrollment employ any of the standard admission criteria. Overall, this pattern is also found in programs at senior institutions.

STUDENT TUITION FOR THE CO-OPERATIVE EDUCATION WORK EXPERIENCE

When compared to two year programs with low minority enrollment, a proportionately larger number of programs with high enrollment rates for veterans and women charge students full tuition while they are on co-op work experiences.(See Table 9)

On the other hand, a smaller percentage of high ethnic minority programs assess the student full tuition (16.4 percent) or have a "no tuition" policy (18.1 percent) than low minority programs.

The only high participation programs at the two year level which maintain a reduced tuition policy are those with veterans (13.6 percent) and Black students (2 percent). The overall average for low programs which have a reduced tuition policy is 2.7 percent. This pattern for two year institutions is also observed at the four year level.

NUMBER OF WORK TERMS PROVIDED BY CO-OPERATIVE EDUCATION PROGRAMS

At the two year level, a proportionately larger number of programs with high rates for ethnic minorities (21.7 percent) offer students three co-op work terms than low participation programs (13 percent), but about the same percentage of high ethnic student programs (21 percent) as low programs (20 percent) provide four work terms.(See Table 10) Little variation is observed between these two types of programs with respect to offering five, six, or seven work terms, or to varying the number of co-op terms a student may take.

At the four year level, a higher percentage of programs with high veteran enrollment provide two (14.3 percent), four (25 percent), and six (14.3 percent) work terms than low programs. However, about the same percentage of high ethnic student programs as low programs provide three, four, five, six, and seven work terms.

When compared to low programs (12 percent), a proportionately larger number of all high minority programs - veterans (21.4 percent), women (28 percent), and ethnic minority (30.6 percent) vary the number of co-op work terms a student may take.

FIRST STUDENT WORK EXPERIENCE

At the two year level, a proportionately larger number of programs with high veteran participation (63.6 percent) than low veteran participation (55.8 percent) permit the student to co-op during the first year. Compared to the low program average, a slightly smaller percentage of programs with high rates for women (54.5 percent) and ethnic minorities (52.1 percent) assign students to work stations in the first year. (See Table 11)

Very little variance is noted between two year high and low enrollment programs with respect to scheduling the first student work experience during the second college year. However, a slightly higher percentage of ethnic minority programs (7.9 percent) than low programs (4.3 percent) vary the times when a student may initiate the first field experience.

At the four year level, on a comparative basis, only a slightly higher percentage of programs with high rates for women and ethnic minorities schedule the first experience in the first year. However, about the same percentage of programs with high rates for minority students (51.8 percent) as low programs (53.3 percent) schedule co-op during the second year.

LENGTH OF THE CO-OP WORK EXPERIENCE

As shown in Table 12, a proportionately larger number of programs with high participation rates for women (18.2 percent) and veterans (18.2 percent) than low participation programs (10 percent) offer co-op

work experiences from one to four weeks in length. However, compared to low participation programs, a smaller percentage of high participation ethnic minority co-op programs offer assignments lasting from one to four weeks, four to eight weeks, or an academic quarter, although about the same percentage of these high participation programs (33.4 percent) as low participation programs (32 percent) offer co-op experiences of up to an academic semester in duration.

When compared to four year low participation program averages, a higher percentage of programs with high veteran enrollment offer co-op assignments of a quarter in length but a smaller percentage offer one semester assignments. A smaller percentage of programs with high participation rates for women offer assignments of one quarter or academic semester.

About the same percentage of programs with high ethnic minority participation (17.7 percent) as low ethnic participation programs (19.6 percent) offer work assignments on a quarter basis. Very small differences are noted between high and low programs with respect to one semester work assignments. However, a proportionately larger number of programs with high participation rates for women, ethnic minorities, and veterans schedule work assignments lasting six months or more. Moreover, programs with high veteran and minority participation are also more likely to vary the number of weeks a student can work than are low veteran and minority participation programs.

PLACEMENT OF CO-OPERATIVE EDUCATION STUDENTS WITH MINORITY OWNED OR MANAGED WORK STATIONS

The practice of co-operative education programs to place students in work stations owned or managed by persons of minority status is examined in Table 13. As is noted by an analysis of the data, proportionately more programs with high participation rates for women (45.5 percent) and veterans (59.1 percent) place students with organizations owned or managed by Blacks than low minority participation programs (25.4 percent). A higher percentage of these two programs also place students with firms operated by Asian Americans and by Spanish surnamed. However, when compared to two year low program averages, a smaller percentage of programs with high ethnic participation place students with Black, Asian American, Spanish surnamed, or "other minority" employers.

This overall pattern is also observed at the four year level. Proportionately more programs having high participation rates for women and veterans than low participation programs place students with minority employers, but proportionately fewer high ethnic participation programs maintain this practice.

EMPLOYER SURVEYS

The data presented in Table 14 depicts the frequency with which co-op programs survey area employers in order to determine the number of work stations available to students.

Compared to those programs with low participation rates, a proportionately larger number of two year programs with high participation rates for veterans (31.8 percent) and women (31.8 percent) survey area employers for available work stations every year. However, a smaller percentage of high ethnic participation programs survey area employers every year (10.1 percent) or every second year (0.5 percent).

At the four year level, programs with high veteran (60.7 percent) and women (56.7 percent) participation maintain a policy of surveying every year than do low participation programs (32.9 percent). Conversely, a proportionately smaller number of programs with high minority participation survey employers every year (17 percent) or every two years (1.5 percent).

ADVISORY COMMITTEES IN CO-OPERATIVE EDUCATION PROGRAMS

Tables 15 and 16 present comparative data on the use of advisory groups by co-op programs, the ethnic and racial composition of these groups, and the various duties and activities performed by co-op advisory organizations.

As shown in Table 15, a proportionately larger number of two year programs with high participation rates for veterans (81.8 percent), women (86.4 percent), and ethnic minorities (66.8 percent) have standing advisory committees than programs in the low participation category (50 percent). This same general pattern is also reflected in programs at the four year level in that 71.4 percent of all high participation veteran programs, 84 percent of all high participation women programs, and 55.4 percent of all high participation ethnic minority programs have advisory organizations.

With respect to the composition of advisory committees, at the two year level a proportionately larger number of high participation veteran and women programs than low participation programs have students, parents, organized labor, Blacks, veterans, women, handicapped, and persons of other minority status serving on the committees. However, a proportionately smaller number of programs with high ethnic student participation have

parents, students, business and industry or representatives from organized labor serving in advisory capacities. About the same percentage of programs with high ethnic participation as low programs have Blacks, veterans, and women serving on the committees. Overall, this same general pattern is found at the four year level.

The data in Table 17 shows that a proportionately larger number of two year programs with high participation rates for veterans and women than low participation programs have committees engaged in setting program goals. A higher percentage of these programs also have committees assisting with curricula planning, admission requirements, student recruiting, job development and placement, and program evaluation. Conversely, a smaller percentage of programs with high ethnic student participation have advisory groups performing any of these functions.

As will be noted from an examination of the data, this same general pattern is reflected at the four year program level.

AVAILABILITY OF GUIDANCE AND JOB PLACEMENT SERVICES IN CO-OPERATIVE EDUCATION PROGRAMS

Tables 18 and 19 present comparative data on the availability of guidance and job placement services offered through co-op programs.

At the two year level, a proportionately larger number of programs with high participation rates for veterans (68.2 percent) and women (68.2 percent) offer guidance to students through co-op auspices than low participation programs (41.1 percent). However, when compared to this low participation program average, a much smaller percentage of programs with high participation rates for ethnic minorities include guidance as part of the co-operative education process (17.4 percent).

The same overall pattern is reflected at the four year level. Compared to the low participation program average (32.7 percent), a proportionately larger number of programs with veterans (50 percent) and women (56 percent) but a smaller number of programs with high participation rates for ethnic minorities (16.31 percent) provide guidance services on a systematic basis.

In many institutions the responsibility for helping students gain permanent and part-time employment rests with the co-operative education office. As shown in Table 19, only a slightly higher percentage of two year programs with high rates for veterans (68.2 percent) offer job placement services than "low" programs (63.2 percent). However, a proportionately smaller number of programs with high ethnic minority rates (54.3 percent) and women (54.5 percent) offer this kind of service to students. Moreover, it is observed that at the four year level a smaller percentage of all programs in the high participation category provide job placement than programs in the low participation category.

AVAILABILITY OF SUPPORTING SERVICES AT POSTSECONDARY INSTITUTIONS WITH CO-OPERATIVE EDUCATION PROGRAMS

The extent and range of supporting and special services available at two and four year colleges which sponsor co-op programs is shown in Table 20. Traditionally, these services include counseling, basic and remedial education, tutoring for the handicapped, readers and interpreters for the blind and bilingual, vocational testing and diagnosis, social work and family involvement, transportation services, and mobile instruction.

Substantial differences exist between programs with respect to the availability of these services. At the two year level, a higher percentage of programs with high participation rates for veterans (95.5 percent) and women (72.7 percent) but a lower percentage of high ethnic student programs (25.2 percent) offer career education counseling than programs with low rates of participation (64.2 percent). This pattern also exists with respect to academic counseling.

Somewhat surprisingly, it is also observed that two year programs having high ethnic student participation are less likely to offer remedial and basic education instruction than low programs. Further, a proportionately smaller number of these two year ethnic programs offer tutoring for the handicapped, readers and interpreters, vocational testing, social work, and transportation than programs in the low category.

At the four year level, a higher percentage of programs with high participation rates for veterans and women than low participation programs offer the complete range of services listed, while in every major supporting service category a proportionately larger number of low participation programs than programs with high ethnic participation offer these types of services to students.

MINORITY STAFF IN CO-OPERATIVE EDUCATION PROGRAMS

Table 21 presents data on the extent of minority representation on the professional staffs of all co-op programs surveyed. A proportionately smaller number of two year high participation veterans and womens programs than low participation programs have women serving in professional positions in the co-op office. However, a higher percentage of these two

programs have handicapped, Black, Asian American, and Spanish surnamed persons serving in professional positions than programs in the low participation category. The reverse is true, however, in programs with high ethnic student participation; a smaller percentage of these programs than those in the low participation category have persons of minority backgrounds serving in professional capacities.

Overall, the two year pattern for veteran and women programs holds at the four year level. However, a higher percentage of programs with high participation rates for ethnic students than programs in the low category employ handicapped, Asian American, Spanish surnamed, and persons of other minority backgrounds.

PARTICIPATION OF AFFIRMATIVE ACTION OFFICER IN CO-OPERATIVE EDUCATION PROGRAMS

As shown in Table 22, when compared to the two year low participation program average (5.6 percent), a proportionately larger number of programs with high participation rates for veterans (27.3 percent) and women students (31.8 percent) have the institution's affirmative action officer participating in co-operative education. However, only a slightly higher percentage of programs with ethnic student participation have the assistance of an affirmative action office (7 percent).

This pattern is also observed at the four year level in that a proportionately larger number of programs with veterans and women, and to a much lesser extent programs with high minority participation, enjoy the assistance of an affirmative action officer in matters relating to co-op.

Northern Illinois University

DeKalb
Illinois 60115

Contact: Dr. Gary Austin

Sponsors a Residential Program for Speech and Hearing Impaired to assist young adults with speech and hearing problems. Project features counseling and guidance to aid each impaired student in selecting vocational goals. Students are also provided with developmental and remedial academic training, therapy, and special recreation. In a special nine month program, vocational work experiences are arranged with area businesses and industries. Length of work assignments are varied, but most students work an average of twenty hours per week. Student earnings are placed in each person's checking or saving account. Follow-up is an integral part of the program; upon completion of the program, professional staff refers students and parents to other agencies so as to ensure continued training or entry into a suitable vocation.

Greenville Technical Education Center

Greenville
South Carolina 29606

Contact: Dean of Instruction

Has initiated a two quarter program to train blind individuals for employment in darkroom film processing. Students are trained in developing and fixing x-ray film, operating manual and automatic processing, processor maintenance, movie film and industrial film processing, and darkroom management. Special adaptive equipment is used extensively. A notable feature of the project is a job orientation period in which the student is placed with an employer and spends approximately 36 hours of on-the-job training under the supervision of the college instructor.

Project staff report that the OJT component has maximized employment performance and personal adjustment to the world of work.

Saginaw Valley State College

2250 P
University Center
Michigan 48710

Contact: Mr. Gene Hamilton

Co-operative Education Program co-sponsors annual Minority Professional Career Conference to acquaint high school students with technical and professional careers. SVSC is assisted in planning and implementing the conference by over 20 major Michigan employers and the National Alliance of Businessmen. Approximately 900 minority juniors and seniors attended the second conference in 1975. Activities include career exploration and employer panels through which students learn of job opportunities for minorities and the academic and skill training necessary to acquire them. Planners note that many minority students who attend the conference later enroll at SVSC after graduation.

Chabot College

25555 Hesperion Boulevard
Haywood
California 94545

Contact: Dean of Student Services

Has developed extensive services and academic offerings to equalize educational opportunities for physically limited students with the primary purpose of integrating handicapped students into regular classes. Services at the Limited Student Resource Center include brailled materials, talking-book machines, and test taking services. Special courses with work experience components are offered in business. Career exploration is emphasized. Job placement for handicapped students is facilitated by a job placement specialist who maintains close contact with area employers and rehabilitation agencies.

New Mexico Highlands University

Las Vegas
New Mexico 87701

Contact: Virginia Ortiz y Pino

Officials report that the Co-operative Education Program has attracted a high percentage of Native American students enrolled at the University. This year, as co-op students, Native Americans served as counselors in a community college, worked with federal agencies, and assisted numerous Indian tribes with community development projects. Co-op planners believe work experience education is ideally suited to student needs because it serves to broaden Native American contacts with the larger society.

Sinclair Community College

117 W. Monument Avenue
Dayton, Ohio 45402

Contact: Director of Cooperative Education

This college's Co-operative Education Program continues to attract minority students. Program personnel recommends faculty coordination of work assignments to ensure close personal contact between the program and students. Recruiting efforts feature close liaison with students and families, and area employers. Program maintains membership in a local personnel management organization to strengthen job development. Professional staff members include women and minorities. Planners suggest that minority students can be better served if supporting services such as job placement and financial aid are under co-op office.

Bronx Community College

University Avenue & West 181st Street
Bronx, New York 10453

Contact: Professor Constance Lerner

Sponsors a co-operative education program with high participation rates for all minority students and women. Program has centralized organization and employs parallel scheduling for student work assignments. The institution offers a wide

range of special services, including family social work. Planners make extensive use of employer surveys in order to maximize co-op student placement.

Florida State University

College of Business
Tallahassee
Florida 32306

Contact: Dr. Patricia Marcum

The FSU College of Business has recently initiated a special information compaign directed toward potential women students in Florida and the Southeast. Designed to encourage women to prepare for nontraditional business fields, the project is supported by campus and community organizations working to broaden the occupational choices available to women. One brochure disseminated by the project entitled, "What Kind of Woman Chooses Business?", highlights current employment opportunities available to women and dispels traditional notions about women's "place" in the business world. Coordinators will investigate the impact of the project in the near future.

University of Alabama

Birmingham
Alabama 35233

Contact: Director of Cooperative Education

Co-op staff attributes high veteran enrollment in program to centralized office with responsibilities for job placement, financial aid, and veteran affairs under student services division. Program maintains flexible admission criteria and does not charge tuition to students while on co-op assignments. Uses both the alternating and parallel work plans. Staff reports that maximum assistance at all levels is facilitated by an advisory committee comprised of faculty members, department heads, and student services personnel.

Dundalk Community College

7200 Sollers Point Road
Baltimore
Maryland

Contact: Ms. Nancy Lawhon

College recently conducted a Project for Handicapped Adults under a grant from the Maryland State Department of Education. The goal of the project was to test, train, and place handicapped individuals in permanent employment. Project staff reports that of the 45 individuals who were trained in the fifteen week program, 77.8% completed the course. Project success is attributed to community and media support and publicity, paraprofessional recruiting and individualized instruction. The director of career development assisted the project in matters of job placement and referral. In a study of the project's impact, it was found that such training helps handicapped persons to gain self confidence and activates the motivational factor. Report also found that counseling of family members and the use of reading and counseling specialists contributed to program success.

Seattle Opportunities Industrialization Center

315-22nd Avenue, South
Seattle
Washington 98144

Contact: Mr. Frank Reilly,
Associate Director

Founded in 1966, this Center is recognized as one of the most successful institutions in training minorities and disadvantaged persons on the West Coast. Offers skill training in automotive repair, carpentry, clerical, electrical maintenance, plumbing and pipefitting, welding, and seamanship. In addition to the skill programs, the Center also offers motivational training and remedial instruction to help individuals develop basic and general skills before entering regular vocational programs. All vocational training is provided on an open entry/open exit basis where persons advance at their own rate based upon completion of performance objectives. Officials report a 72% student retention rate and a job

placement rate of 82%. Instruction schedules are flexible depending upon employer needs; classes are conducted in the evening, part-time, and on Saturdays. Special programs to retrain and upgrade employees are offered through private contracts with local industries. As of 1974, the Center had trained and placed nearly 3,000 persons.

University of California, Berkeley

201 Sproul Hall
Berkeley
California 94720

Contact: Mrs. Betty Neely

Recently initiated a special Physically Disabled Students Program which provides a wide range of services to disabled and blind students. Services include assistance with securing financial aid, maintaining power wheelchairs, and securing attendants and tutors. Staff also works with faculty members to devise reliable and appropriate testing techniques for students and conducts special orientation sessions for blind students. Over 170 students are assisted each academic term by 160 student aides and 90 readers for the blind. The project has recently acquired a full-time staff member to serve as a job placement specialist.

Greater Hartford Community College

34 Sequassen Street
Hartford
Connecticut

Contact: Mr. Gary Rehm

Offers a one year program designed to prepare Spanish-speaking women for regular college career programs. In academic year 1974, over 65 women in the Hartford area participated in twelve, two-hour language seminars and in three credit courses in both English and Spanish. Under the plan, students can earn 14-17 college credits toward a regular degree. In addition to career development and study skill courses, students were given assistance in gaining financial aid and other

services necessary for continued training. Program success is attributed to community support from the State Welfare Department, Model Cities Institute, a Puerto Rican businessmen's association, and from the Aetna Life and Casualty Company, which funded the project. One of the many benefits resulting from the project has been a dramatic increase in the number of Spanish-speaking persons enrolling at the college.

University of Houston

Houston
Texas 77004

Contact: Mr. Bruce Stoughton

Co-operative Education Program has initiated a co-op/engineering program for area minority students. Recruiting techniques include high school visitations, letters to qualified high school seniors, radio and T.V. spots, and promotional information in the student newspaper. Assistant Director is a minority. Co-op placements, it is reported, have been facilitated by employer surveys which are conducted every semester. Program has the cooperation of the University's affirmative action officer.

Triton College

2000 Fifth Avenue
River Grove
Illinois 60171

Contact: Mr. Byron Kutok

Sponsors a special skill training program to prepare the educable mentally handicapped for immediate employment in food services and custodial industries. 30 students per year are trained over a 45 week period. Participants are referred by area public schools and counselors and are carefully screened before formal acceptance. Project staff reports that EMH students are much more stable employees at routine tasks than others without learning disabilities.

The University of New Mexico

Albuquerque
New Mexico 87131

Contact: Director of Cooperative Education

Officials report that minority student participation has increased in this University's Co-operative Education Program because of the close personal contact maintained with students. Co-op staff recommends faculty coordination of program and at least a year of uninterrupted study for students before any scheduled work experience. Co-op recruiting consists of high school visitations and use of scholarships. Program maintains close contact with student services division.

Washington University

St. Louis
Missouri 63130

Contact: Director of Cooperative Education

Co-operative Education Program reports high enrollment rate for veterans, particularly in Engineering Curricula. Co-op office manages engineering placement office and offers a variety of work schedules - alternating semesters, half-time employment with reduced course load, and summer terms. About 300 employers participate.

Southwest Minnesota State College

Marshall
Minnesota 56258

Contact: Mr. Thomas McCauley

Architecturally designed for maximum accessibility for physically handicapped students, the College features adapted science laboratory stations, library materials and modified living area to fit individual student disabilities and needs. The Rehabilitation Service Program includes pre-internship orientations and the Co-op Office develops occupational experiences for students of one and two quarters in length. Co-op reports that many handicapped students gain their first exposure to the world of work through cooperative education.

San Antonio College

1300 San Pedro
San Antonio
Texas 78284

Contact: Mr. Clarkson Groos

Offers work experiences in Management, Home Building, and Medical Assistance Curricula. Programs and co-op have been well received by Spanish-speaking students. Staff reports recruiting in high schools and college open house have been effective in attracting minority students.

J. Sargeant Reynolds Community College

108 East Grace Street
Richmond
Virginia 23230

Contact: Mr. Earl Cameron

Technology Curricula have attracted both minority and women students. College has enjoyed large enrollment increase in Air Conditioning and Refrigeration, and Engineering Curricula. Officials attribute a part of the increase to the recruiting efforts of a woman engineering professor.

Wayne County Community College

Detroit
Michigan 48201

Contact: Dean of Instruction

Has experienced increased minority enrollment in Technology Curricula in recent years, particularly in such nontraditional courses as Business, Accounting, Real Estate, and Industrial Marketing. Area employers have assisted the college by providing scholarships and training funds.

University of Washington

Seattle
Washington 98195

Contact: Mrs. Pat Davis

The College of Forest Resources reports that over the past several years more women students are selecting careers in forestry. The College believes that part

of the increase is due to the initiation of summer forestry programs for high school seniors which were started in 1964. The College also maintains close contact with two year colleges that have pre-forestry and forestry technician programs. The institution's affirmative action officer assists with placing women graduates in appropriate employment.

Community College of Allegheny County

1750 Clairton Road
West Mifflin
Pennsylvania 15122

Contact: Ms. Lois Delahan

Co-operative Education Program enrollment has a high percentage of women and ethnic minorities. Slightly over 50% of all co-op placements are women. Program reports that there is an increasing interest among all students in programs that are oriented to specific fields for immediate employment. One program offered in health care is set up to train and place students in 15 weeks. On-the-job training in local hospitals takes place after six weeks of formal instruction. The College reports a 75% job placement rate for graduates of health care programs.

Compton College

1111 East Artesia Boulevard
Compton
California 90221

Contact: Mr. Roger Bean

Has successfully attracted various minority students to occupational programs. Officials report that a special recruiting plan using paraprofessionals and minority students, and a modified easy-to-read college brochure have contributed to increased minority participation. One brochure entitled, "Let Us Put You In The Picture" presents job information and pay scales, and the types of programs needed to acquire entry level skills. Other college brochures are printed in Spanish.

Fort Lewis College

Durango
Colorado 81301

Contact: Mr. Dale Anderson

Co-operative Education Program serves large Native American student population representing 48 different tribes. Co-op calendar is on a 15 week term and awards credit for all work experiences. 100 employers throughout the nation participate and 25% of all placements are with American Indians. Co-op personnel maintain that key ingredients to successful program rest with careful selection of both suitable work stations and co-op and employer supervisors. Very close personal contact is maintained with students when in the field.

Prince George's Community College

301 Largo Road
Largo
Maryland 20870

Contact: Director of Cooperative Education

Co-operative Education Program and technical divisions report a large increase in the number of minority and women students enrolling in non-traditional fields of study. Sharp increases have occured in Engineering, Business, Electronic Technology, Data Processing, and Drafting. Officials attribute success to presence of strong, occupationally oriented counseling staff. Co-op program is considering a work experience component for Police and Fire Science Curricula.

Hinds Junior College

Raymond
Mississippi 39154

Contact: Dean of Instruction

Student enrollment consists of a very high percentage of minority students majoring in trade and occupational fields. Area employers assist college in program development and provide scholarships for qualified students. Strong recruiting program headed by minority administrator is supported by local industry.

The Borough of Manhattan Community College

134 W. 51st Street
Manhattan
New York

Contact: Dr. Edward Lewis

Sponsors one of the largest co-operative education programs in the nation and serves a variety of minority students - Black, Puerto Rican, Spanish, American Indian, and Oriental. Program stresses the importance of maintaining strong student placement and community business support. Placement is facilitated through a computerized employer data bank and through annual career interview days in which students meet employers and arrange job interviews.

Illinois Institute Of Technology

Chicago
Illinois 60616

Contact: Mr. Nate Thomas

For the past several years has conducted a unique program to identify, recruit, and train promising minority high school students for careers in Engineering. Coordinated by the Office of Co-operative Education, the program offers special classes to high school juniors to introduce them to all areas of Engineering. In subsequent months, these students attend a special summer program where they work on group projects and are evaluated for possible admission to the Institute after graduation. In phase two of the program, high school seniors who are admitted to ITT are placed in "pre-co-op" work stations. This employment allows students to gain some work experience as well as assists them in meeting some of their financial burdens of their college expenses. During the first academic year, students attend classes with no involved work assignments. At the end of the freshman year, students then become regular co-op students and are expected to alternate semesters between ITT and their work assignments.

ITT's minority Engineering Program enjoys the support of area industries, which fund all summer sessions, and local high schools which help to screen and refer students to the program.

La Guardia Community College

31-10 Thomson Avenue
Long Island City
New York 11101

Contact: Dr. Harry Heinemann

Has a mandatory co-operative education program serving an ethnically mixed student population; many students are first-generation Greek, Oriental, or Eastern European. Program features two basic components: the internship and a seminar taken concurrently with the field experience. The latter is designed to strengthen the educational outcomes of the internships by increasing the student's understanding of the field experience and its relation to classroom learning. Students may select to co-op during Spring, Fall, and Spring Quarters or Summer, Winter and Summer. Work stations are developed by faculty coordinators who have responsibility for monitoring student performance. The College's Placement Service is under the supervision of the Director of Cooperative Education. Studies conducted by the College indicate a high degree of student satisfaction with the program and that graduates are succeeding at transfer institutions.

TABLES

TABLE 1--1973-74 ENROLLMENT OF MINORITY, WOMEN, VETERAN, AND HANDICAPPED STUDENTS IN POST-SECONDARY CO-OPERATIVE EDUCATION PROGRAMS [1]
Responding Institutions 150

STUDENT CHARACTERISTIC	2 YR. CO-OP PROGRAMS	4 YR. CO-OP PROGRAMS	TOTAL 2 & 4 YR.	% OF TOTAL ENROLLMENT
VETERANS (Including Minority And Women)	3,526	1,059	4,585	13.3
HANDICAPPED (Including Minority And Women)	102	159	261	0.8
WOMEN:				
CAUCASIAN	3,394	1,959	5,353	15.5
BLACK	1,064	1,499	2,563	7.4
SPANISH SURNAMED	428	453	881	2.5
AMERICAN INDIAN	23	14	37	0.1
ORIENTAL	193	92	285	0.8
OTHER	11	41	52	0.2
MEN:				
CAUCASIAN	5,866	9,605	15,471	45.0
BLACK	1,026	2,208	3,234	9.4
SPANISH SURNAMED	800	454	1,254	3.6
AMERICAN INDIAN	42	39	81	0.2
ORIENTAL	209	185	394	1.1
OTHER	49	85	134	0.4

[1] Programs were asked to report all students (full or part-time) who were assigned to co-op work stations during academic year 1973-74.

TABLE 2--LOCATION OF CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL NO.	TOTAL %	PERCENTAGE OF PROGRAMS: MUNICIPALITY OF 100,000 OR MORE	PLACE OF 25,000-100,000	PLACE OF 2,500-25,000	PLACE OF LESS THAN 2,500	INFO. NOT GIVEN
2 YEAR INSTITUTIONS							
HIGH MINORITY PARTICIPATION:							
VETERAN	22	100	63.6	18.2	22.7	0.0	0.0
WOMEN	22	100	50.0	18.2	18.2	0.0	9.1
BLACK	48	100	25.0	2.1	42.0	2.1	66.7
SPANISH SURNAMED	35	100	20.0	8.5	28.0	0.0	68.6
ASIAN AMERICAN	15	100	26.6	0.0	0.0	0.0	73.3
AMERICAN INDIAN	13	100	15.3	0.0	15.3	0.0	69.2
LOW MINORITY PARTICIPATION:	69	100	37.7	15.9	11.6	0.0	34.8
4 YEAR INSTITUTIONS							
HIGH MINORITY PARTICIPATION:							
VETERAN	28	100	78.6	17.9	7.1	0.0	3.6
WOMEN	25	100	56.0	16.0	4.0	4.0	20.0
BLACK	46	100	26.0	4.3	4.3	0.0	65.2
SPANISH SURNAMED	30	100	20.0	10.0	0.0	0.0	70.0
ASIAN AMERICAN	31	100	38.0	6.4	0.0	0.0	54.8
AMERICAN INDIAN	25	100	24.0	8.0	0.0	0.0	64.7
LOW MINORITY PARTICIPATION:	79	100	41.8	7.6	17.7	3.8	29.1

TABLE 3- IMPLEMENTATION OF CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS						
	NO.	%	1906-1930	1931-1940	1941-1950	1951-1960	1961-1970	SINCE 1970	INFO. NOT AVAILABLE
2 YEAR INSTITUTIONS									
HIGH MINORITY PARTICIPATION:									
VETERAN	22	100	0.0	0.0	0.0	0.0	27.3	63.6	9.1
WOMEN	22	100	0.0	0.0	0.0	4.5	36.4	59.1	0.0
BLACK	50	100	0.0	2.0	4.0	2.0	30.0	48.0	14.0
SPANISH SURNAMED	37	100	0.0	2.7	2.7	2.7	40.5	35.1	16.2
ASIAN AMERICAN	17	100	0.0	5.8	5.8	5.8	35.2	35.2	11.7
AMERICAN INDIAN	19	100	0.0	5.2	0.0	5.2	31.5	52.6	5.2
LOW MINORITY PARTICIPATION:	140	100	2.1	0.7	1.4	5.0	40.0	39.3	11.4
4 YEAR INSTITUTIONS									
HIGH MINORITY PARTICIPATION:									
VETERAN	28	100	7.1	3.6	3.6	14.3	32.1	39.3	0.0
WOMEN	25	100	0.0	0.0	8.0	8.0	16.0	48.0	20.0
BLACK	47	100	10.6	2.1	0.0	4.2	34.0	44.6	4.2
SPANISH SURNAMED	30	100	6.6	3.3	0.0	13.3	23.3	43.3	10.0
ASIAN AMERICAN	36	100	11.1	2.7	5.5	11.1	36.1	30.5	2.8
AMERICAN INDIAN	26	100	0.0	3.8	6.0	15.3	23.0	50.0	7.6
LOW MINORITY PARTICIPATION:	205	100	4.4	3.4	2.4	7.8	29.8	38.0	14.1

TABLE 4 -PROGRAM STRUCTURE

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL NO.	TOTAL %	PERCENTAGE OF PROGRAMS CENTRALIZED	DECENTRALIZED	INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	22	100	77.2	27.0	0.0
WOMEN	22	100	63.6	18.1	9.0
BLACK	48	100	25.0	17.8	64.5
SPANISH SURNAMED	35	100	22.8	17.1	60.0
ASIAN AMERICAN	15	100	20.0	6.6	73.3
AMERICAN INDIAN	13	100	38.4	7.6	53.8
LOW MINORITY PARTICIPATION:	75	100	45.3	25.3	29.3
4 YEAR INSTITUTIONS:					
HIGH MINORITY PARTICIPATION:					
VETERAN	28	100	78.5	14.2	3.5
WOMEN	25	100	72.0	12.0	16.0
BLACK	46	100	28.2	8.6	63.0
SPANISH SURNAMED	30	100	20.0	13.3	66.6
ASIAN AMERICAN	31	100	38.7	9.6	51.6
AMERICAN INDIAN	25	100	44.0	4.0	52.0
LOW MINORITY PARTICIPATION:	85	100	57.6	15.3	27.1

TABLE 5--STUDENT WORK SCHEDULES IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	NUMBER OF PROGRAMS	PERCENTAGE OF PROGRAMS				
		ALTERNATING	PARALLEL	EXTENDED DAY EVENING	COMBINATION	UNSPECIFIED INFO. NOT AVAILABLE
2 YEAR INSTITUTIONS						
HIGH MINORITY PARTICIPATION:						
VETERAN	22	36.4	45.5	13.6	45.5	54.5
WOMEN	22	22.7	36.4	9.1	31.8	63.6
BLACK	48	4.2	10.4	4.2	18.8	62.4
SPANISH SURNAMED	35	14.3	17.1	2.9	14.3	51.4
ASIAN AMERICAN	15	0.0	6.7	6.7	26.7	59.9
AMERICAN INDIAN	13	15.4	15.4	15.4	7.7	46.1
LOW MINORITY PARTICIPATION:	71	21.1	35.2	15.5	26.8	1.4
4 YEAR INSTITUTIONS						
HIGH MINORITY PARTICIPATION:						
VETERAN	28	78.6	17.9	3.6	25.0	21.4
WOMEN	25	64.0	20.0	8.0	20.0	36.0
BLACK	46	23.9	4.3	4.3	10.9	56.6
SPANISH SURNAMED	30	26.9	3.3	0.0	3.3	66.7
ASIAN AMERICAN	31	35.5	9.7	6.5	9.7	38.6
AMERICAN INDIAN	25	24.0	8.0	8.0	16.0	44.0
LOW MINORITY PARTICIPATION:	61	67.2	8.2	3.3	11.5	9.8

TABLE 6 —ROLE OF CO-OPERATIVE EDUCATION PROGRAMS IN CURRICULUM DEVELOPMENT

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL NO.	TOTAL %	PERCENTAGE OF PROGRAMS: CO-OP STAFF ASSIST ACADEMIC DIVISIONS PLAN CURRICULA	PERCENTAGE OF PROGRAMS: CO-OP OFFICE DOES NOT PARTICIPATE	PERCENTAGE OF PROGRAMS: INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	22	100	54.5	36.4	9.1
WOMEN	22	100	45.5	31.8	22.7
BLACK	48	100	20.8	8.3	70.8
SPANISH SURNAMED	35	100	17.1	8.5	74.2
ASIAN AMERICAN	15	100	13.3	13.3	73.3
AMERICAN INDIAN	13	100	7.6	23.0	69.2
LOW MINORITY PARTICIPATION:	68	100	41.2	22.1	36.8
4 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	28	100	35.7	42.9	21.4
WOMEN	25	100	36.0	32.0	32.0
BLACK	46	100	17.3	10.8	71.7
SPANISH SURNAMED	30	100	10.0	6.6	83.3
ASIAN AMERICAN	31	100	16.1	12.9	70.9
AMERICAN INDIAN	25	100	16.0	8.0	76.0
LOW MINORITY PARTICIPATION:	79	100	30.4	35.4	34.2

TABLE 7--PARTICIPATION OF ACADEMIC DIVISIONS IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS						
	NO.	%	100% OF ALL DIVISIONS PARTICIPATE	75% - 99% OF ALL DIVISIONS	50%-74% OF ALL DIVISIONS	25% - 49% OF ALL DIVISIONS	10% - 24% OF ALL DIVISIONS	1% - 9% OF ALL DIVISIONS	INFORMATION NOT AVAILABLE
2 YEAR INSTITUTIONS									
HIGH MINORITY PARTICIPATION:									
VETERAN	22	100	18.2	9.1	13.6	9.1	13.6	4.5	27.3
WOMEN	22	100	22.7	18.6	4.5	0.0	13.6	4.5	36.4
BLACK	48	100	8.3	6.2	2.0	2.0	2.0	2.0	77.0
SPANISH SURNAMED	35	100	5.7	2.8	2.8	2.8	2.8	5.7	80.0
ASIAN AMERICAN	15	100	13.3	6.6	0.0	0.0	0.0	0.0	80.0
AMERICAN INDIAN	13	100	15.3	0.0	0.0	0.0	7.6	0.0	76.9
LOW MINORITY PARTICIPATION:	67	100	9.0	9.0	13.4	9.0	10.4	1.5	46.3
4 YEAR INSTITUTIONS									
HIGH MINORITY PARTICIPATION:									
VETERAN	28	100	21.4	25.0	3.6	10.7	10.7	0.0	21.4
WOMEN	25	100	20.0	16.0	4.0	16.0	16.0	4.0	20.0
BLACK	46	100	15.2	4.3	0.0	2.1	4.3	0.0	73.9
SPANISH SURNAMED	30	100	13.3	3.3	0.0	6.6	0.0	0.0	73.3
ASIAN AMERICAN	31	100	19.3	3.2	3.2	3.2	3.2	0.0	67.7
AMERICAN INDIAN	25	100	8.0	0.0	0.0	4.0	4.0	4.0	80.0
LOW MINORITY PARTICIPATION:	79	100	19.0	14.0	7.6	7.6	8.9	1.3	40.5

TABLE 8 --ADMISSION REQUIREMENTS IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS							
	NO.	%	AGE	COURSE PREREQUISITE	COMPETENCY TEST	GRADE POINT AVERAGE	GRADE LEVEL	FACULTY RECOMMENDATION	OTHER	INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS										
HIGH MINORITY PARTICIPATION:										
VETERAN	22	100	4.5	36.4	0.0	45.5	22.7	13.6	50.0	9.1
WOMEN	22	100	4.5	31.8	4.5	27.3	4.5	13.6	21.8	9.1
BLACK	48	100	0.0	12.5	2.1	14.6	2.1	4.2	10.4	12.5
SPANISH SURNAMED	35	100	2.9	20.0	2.9	17.1	8.6	8.6	5.7	5.7
ASIAN AMERICAN	15	100	6.7	6.7	0.0	6.7	6.7	0.0	13.3	6.7
AMERICAN INDIAN	13	100	0.0	7.7	0.0	0.0	0.0	15.4	23.1	0.0
LOW MINORITY PARTICIPATION:	67	100	6.0	31.3	4.4	35.8	26.9	22.4	26.9	32.8
4 YEAR INSTITUTIONS										
HIGH MINORITY PARTICIPATION:										
VETERAN	28	100	3.6	35.7	7.1	85.7	57.1	17.9	17.9	10.7
WOMEN	25	100	8.0	28.0	8.0	68.0	28.0	20.0	20.0	8.0
BLACK	46	100	2.2	8.7	4.3	17.4	13.0	4.3	6.5	2.2
SPANISH SURNAMED	30	100	0.0	10.0	0.0	20.0	10.0	0.0	0.0	6.7
ASIAN AMERICAN	31	100	3.2	19.4	6.5	38.7	29.0	6.5	12.9	6.5
AMERICAN INDIAN	25	100	4.0	12.0	4.0	32.0	12.0	12.0	12.0	0.0
LOW MINORITY PARTICIPATION:	79	100	5.1	16.5	1.3	53.2	46.8	19.0	12.7	3.8

TABLE 9 --TUITION FOR WORK EXPERIENCE

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL NO.	TOTAL %	PERCENTAGE OF PROGRAMS: FULL TUITION	REDUCED TUITION	NO TUITION	UNSPECIFIED/ INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS						
HIGH MINORITY PARTICIPATION:						
VETERAN	22	100	36.4	13.6	50.0	0.0
WOMEN	22	100	45.4	0.0	54.5	0.0
BLACK	48	100	16.6	2.0	16.6	64.5
SPANISH SURNAMED	35	100	20.0	0.0	13.8	65.7
ASIAN AMERICAN	15	100	6.6	0.0	26.6	66.6
AMERICAN INDIAN	13	100	23.0	0.0	15.3	61.5
LOW MINORITY PARTICIPATION:	73	100	26.0	2.7	37.0	34.2
4 YEAR INSTITUTIONS						
HIGH MINORITY PARTICIPATION:						
VETERAN	28	100	28.5	7.1	64.2	0.0
WOMEN	25	100	32.0	12.0	52.0	4.0
BLACK	46	100	4.3	0.0	28.2	64.5
SPANISH SURNAMED	30	100	6.6	0.0	23.3	70.0
ASIAN AMERICAN	31	100	6.4	3.2	29.0	61.2
AMERICAN INDIAN	25	100	12.9	0.0	22.5	56.0
LOW MINORITY PARTICIPATION:	85	100	14.1	11.8	43.5	30.6

TABLE 10- NUMBER OF WORK TERMS PROVIDED OR REQUIRED IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL NO.	TOTAL %	PERCENTAGE OF PROGRAMS: ONE WORK TERM	TWO WORK TERMS	THREE WORK TERMS	FOUR WORK TERMS	FIVE WORK TERMS	SIX WORK TERMS	SEVEN WORK TERMS	EIGHT OR MORE	VARIES	INFO. UNAVAILABLE
2 YEAR INSTITUTIONS												
HIGH MINORITY PARTICIPATION:												
VETERAN	22	100	13.6	13.6	27.3	9.1	0.0	4.5	0.0	0.0	18.2	13.6
WOMEN	22	100	4.5	27.3	22.7	9.1	0.0	0.0	0.0	0.0	40.9	0.0
BLACK	50	100	4.0	10.0	20.0	12.0	4.0	4.0	0.0	0.0	22.0	24.0
SPANISH SURNAMED	37	100	5.4	10.8	16.2	21.6	0.0	0.0	0.0	0.0	24.3	21.6
ASIAN AMERICAN	17	100	0.0	5.8	29.4	29.4	0.0	0.0	0.0	0.0	17.6	11.7
AMERICAN INDIAN	19	100	10.5	10.5	21.0	21.0	0.0	0.0	0.0	0.0	21.0	21.0
LOW MINORITY PARTICIPATION:	143	100	10.0	22.0	13.0	20.0	1.0	2.0	0.0	2.0	18.0	13.0
4 YEAR INSTITUTIONS												
HIGH MINORITY PARTICIPATION:												
VETERAN	28	100	3.6	14.3	17.9	25.0	3.6	14.3	0.0	0.0	21.4	0.0
WOMEN	25	100	4.0	8.0	16.0	8.0	4.0	0.0	4.0	12.0	28.0	13.6
BLACK	47	100	4.2	12.7	12.7	17.0	8.5	4.2	2.1	4.2	29.7	4.2
SPANISH SURNAMED	30	100	0.0	16.6	13.3	20.0	10.0	0.0	0.0	3.3	23.3	13.3
ASIAN AMERICAN	36	100	2.7	13.8	11.1	11.1	2.7	5.5	2.7	8.3	38.8	2.7
AMERICAN INDIAN	26	100	0.0	11.5	15.3	7.6	7.6	0.0	0.0	3.8	30.7	23.0
LOW MINORITY PARTICIPATION:	205	100	8.0	11.0	20.0	11.0	9.0	4.0	6.0	2.0	16.0	12.0

TABLE 11-FIRST STUDENT WORK EXPERIENCE IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS							
	NO.	%	DURING FIRST YEAR	DURING SECOND YEAR	DURING THIRD YEAR	DURING FOURTH YEAR	VARIES 1st - 2nd YEAR	VARIES 2nd - 3rd YEAR	VARIES OTHER	INFO. NOT AVAILABLE
2 YEAR INSTITUTIONS										
HIGH MINORITY PARTICIPATION:										
VETERAN	22	100	63.6	18.2	0.0	0.0	4.5	0.0	4.5	9.1
WOMEN	22	100	54.5	45.5	4.0	0.0	0.0	0.0	0.0	0.0
BLACK	50	100	38.0	38.0	2.0	0.0	4.0	0.0	0.0	16.0
SPANISH SURNAMED	37	100	54.1	24.3	2.7	0.0	5.4	0.0	0.0	16.2
ASIAN AMERICAN	17	100	52.9	29.4	0.0	0.0	11.8	0.0	0.0	11.8
AMERICAN INDIAN	19	100	63.2	15.8	0.0	0.0	10.5	0.0	0.0	21.1
LOW MINORITY PARTICIPATION:	138	100	55.8	26.8	0.7	0.7	4.3	0.0	0.0	10.9
4 YEAR INSTITUTIONS										
HIGH MINORITY PARTICIPATION:										
VETERAN	28	100	7.1	64.3	25.0	0.0	0.0	0.0	0.0	3.6
WOMEN	25	100	12.0	40.0	8.0	4.0	0.0	4.0	8.0	8.0
BLACK	47	100	10.6	59.6	21.3	0.0	0.0	2.1	0.0	4.3
SPANISH SURNAMED	30	100	13.3	53.3	20.0	0.0	0.0	0.0	0.0	10.0
ASIAN AMERICAN	36	100	13.9	44.4	19.4	2.8	0.0	5.6	5.6	5.6
AMERICAN INDIAN	26	100	15.4	50.0	11.5	0.0	0.0	3.8	3.8	3.8
LOW MINORITY PARTICIPATION:	199	100	9.5	53.3	19.1	1.5	1.0	2.0	2.0	11.6

TABLE 12- LENGTH OF STUDENT WORK ASSIGNMENT

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL NO.	TOTAL %	PERCENTAGE OF PROGRAMS: 1-4 WEEKS	4-8 WEEKS	ACADEMIC QUARTER	ACADEMIC SEMESTER	6 MONTHS OR MORE	VARIES	INFO. NOT AVAILABLE
2 YEAR INSTITUTIONS									
HIGH MINORITY PARTICIPATION:									
VETERAN	22	100	18.2	4.5	27.3	18.2	0.0	22.7	9.1
WOMEN	22	100	18.2	4.5	22.7	40.9	0.0	18.2	0.0
BLACK	50	100	14.0	2.0	16.0	34.0	0.0	16.0	14.0
SPANISH SURNAMED	37	100	5.4	5.4	10.8	10.8	0.0	21.6	18.9
ASIAN AMERICAN	17	100	0.0	5.9	17.6	47.1	0.0	17.6	11.8
AMERICAN INDIAN	19	100	10.5	0.0	15.8	42.1	0.0	15.8	15.8
LOW MINORITY PARTICIPATION:	141	100	10.0	5.7	17.7	32.0	0.7	17.7	17.7
4 YEAR INSTITUTIONS									
HIGH MINORITY PARTICIPATION:									
VETERAN	28	100	0.0	3.6	28.6	39.3	10.7	21.4	0.0
WOMEN	25	100	0.0	4.0	12.0	20.0	16.0	20.0	24.0
BLACK	46	100	2.1	6.4	17.0	40.4	10.6	17.0	6.4
SPANISH SURNAMED	30	100	0.0	0.0	26.7	33.3	13.3	16.7	10.0
ASIAN AMERICAN	36	100	5.6	0.0	19.4	36.1	16.7	16.7	5.6
AMERICAN INDIAN	26	100	0.0	0.0	7.7	57.7	11.5	19.2	3.8
LOW MINORITY PARTICIPATION:	204	100	1.5	4.4	19.6	45.6	4.9	4.9	19.1

TABLE 13-PERCENTAGE OF CO-OPERATIVE EDUCATION PROGRAMS PLACING STUDENTS WITH MINORITY OWNED OR MANAGED WORK STATIONS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS					
	NO.	%	BLACK OWNED/ MANAGED WORK STATION	ASIAN AMERICAN OWNED/MANAGED WORK STATION	SPANISH SURNAMED OWNED/MANAGED WORK STATION	AMERICAN INDIAN OWNED/MANAGED WORK STATION	OTHER	NO RESPONSE
2 YEAR INSTITUTIONS								
HIGH MINORITY PARTICIPATION:								
VETERAN	22	100	59.1	27.3	36.4	4.5	13.6	40.9
WOMEN	22	100	45.5	27.3	27.3	4.5	9.1	54.5
BLACK	48	100	16.6	2.0	2.0	0.0	4.1	75.0
SPANISH SURNAMED	35	100	5.7	5.7	5.7	0.0	2.8	80.0
ASIAN AMERICAN	15	100	13.3	6.6	6.6	0.0	0.0	73.3
AMERICAN INDIAN	13	100	15.3	15.3	15.3	7.6	0.0	46.1
LOW MINORITY PARTICIPATION:	67	100	25.4	13.4	16.4	7.5	16.4	59.7
4 YEAR INSTITUTIONS								
HIGH MINORITY PARTICIPATION:								
VETERAN	28	100	32.1	10.7	17.9	0.0	39.3	60.7
WOMEN	25	100	28.0	8.0	16.0	0.0	28.0	72.0
BLACK	46	100	8.6	8.6	4.3	0.0	10.8	76.0
SPANISH SURNAMED	30	100	6.6	3.3	0.0	0.0	6.6	83.0
ASIAN AMERICAN	31	100	9.6	9.6	6.4	0.0	16.1	58.0
AMERICAN INDIAN	25	100	8.0	12.0	8.0	0.0	12.0	60.0
LOW MINORITY PARTICIPATION:	79	100	21.5	3.8	11.4	3.8	21.5	60.0

TABLE 14--FREQUENCY OF EMPLOYER NEEDS SURVEYS IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS				
	NO.	%	EMPLOYER SURVEY CONDUCTED EVERY YEAR	EMPLOYER SURVEY CONDUCTED EVERY 2 YEARS	EMPLOYER SURVEY CONDUCTED EVERY 3 YEARS	EMPLOYER SURVEY CONDUCTED EVERY 4 YEARS OR MORE	INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS							
HIGH MINORITY PARTICIPATION:							
VETERAN	22	100	31.8	9.1	9.1	18.2	31.8
WOMEN	22	100	31.8	4.5	4.5	18.2	40.9
BLACK	48	100	16.6	2.0	2.0	6.2	72.9
SPANISH SURNAMED	35	100	8.5	0.0	2.8	8.5	80.0
ASIAN AMERICAN	15	100	0.0	0.0	0.0	6.6	93.0
AMERICAN INDIAN	13	100	15.3	0.0	0.0	7.6	76.9
LOW MINORITY PARTICIPATION:	69	100	24.6	10.1	2.9	7.2	55.1
4 YEAR INSTITUTIONS							
HIGH MINORITY PARTICIPATION:							
VETERAN	28	100	60.7	7.1	7.1	3.6	21.4
WOMEN	25	100	56.0	4.0	4 0	4.0	32.0
BLACK	46	100	13.0	2.1	0.0	0.0	84.7
SPANISH SURNAMED	30	100	13.3	0.0	0.0	0.0	86.6
ASIAN AMERICAN	31	100	25.8	0.0	9.2	0.0	70.9
AMERICAN INDIAN	25	100	16.0	4.0	0.0	0.0	80.0
LOW MINORITY PARTICIPATION:	79	100	32.9	6.3	2.5	6.3	51.9

TABLE 15--ADVISORY COMMITTEES IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS		
	NO.	%	WITH ADVISORY COMMITTEE	WITHOUT ADVISORY COMMITTEE	INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	22	100	81.8	18.2	0.0
WOMEN	22	100	86.4	13.6	0.0
BLACK	48	100	54.1	12.5	33.3
SPANISH SURNAMED	35	100	68.5	5.7	25.7
ASIAN AMERICAN	15	100	60.0	20.0	20.0
AMERICAN INDIAN	13	100	84.6	15.3	0.0
LOW MINORITY PARTICIPATION:	68	100	50.0	16.2	33.8
4 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	28	100	71.4	28.6	0.0
WOMEN	25	100	84.0	16.0	0.0
BLACK	46	100	60.8	4.3	34.7
SPANISH SURNAMED	30	100	13.3	10.0	76.6
ASIAN AMERICAN	31	100	51.6	16.1	35.4
AMERICAN INDIAN	25	100	96.0	8.0	0.0
LOW MINORITY PARTICIPATION:	79	100	45.6	24.1	30.3

TABLE 16--COMPOSITION OF ADVISORY COMMITTEES IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	NUMBER OF PROGRAMS	PERCENTAGE OF PROGRAMS									
		PARENTS OF STUDENT REPRESENTED	STUDENTS REPRESENTED	BUSINESS INDUSTRY	ORGANIZED LABOR	BLACK INTEREST GROUP	VETERAN INTEREST GROUP	WOMEN INTEREST GROUP	HANDICAPPED INTEREST GROUP	OTHER MINORITY GROUP	INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS											
HIGH MINORITY PARTICIPATIONS:											
VETERAN	22	0.0	50.0	77.3	31.8	13.6	13.6	18.2	9.1	9.1	0.0
WOMEN	22	0.0	36.4	63.6	18.2	9.1	9.1	18.2	9.1	4.5	0.0
BLACK	48	0.0	12.5	18.7	6.2	4.1	4.1	4.1	0.0	4.1	45.8
SPANISH SURNAMED	35	2.8	11.4	20.0	8.5	5.7	5.7	5.7	5.7	5.7	31.4
ASIAN AMERICAN	15	6.6	6.6	6.6	6.6	6.6	6.6	6.6	6.6	6.6	40.0
AMERICAN INDIAN	13	0.0	7.6	15.3	15.3	7.6	7.6	15.3	15.3	15.3	15.3
LOW MINORITY PARTICIPATIONS:	67	6.0	28.4	47.8	12.0	6.0	6.0	9.0	4.5	1.5	34.3
4 YEAR INSTITUTIONS											
HIGH MINORITY PARTICIPATION:											
VETERAN	28	3.6	42.9	46.4	14.3	17.9	17.9	17.9	7.1	10.7	0.0
WOMEN	25	4.0	40.0	52.0	20.0	16.0	12.0	16.0	12.0	12.0	0.0
BLACK	46	0.0	15.2	15.2	6.5	6.5	8.6	6.5	21.0	0.0	39.1
SPANISH SURNAMED	30	0.0	3.3	6.6	3.3	0.0	0.0	0.0	0.0	0.0	86.6
ASIAN AMERICAN	31	0.0	12.9	16.1	9.6	3.2	3.2	3.2	3.2	0.0	48.3
AMERICAN INDIAN	25	0.0	16.0	20.0	12.0	12.0	12.0	12.0	8.0	4.0	4.0
LOW MINORITY PARTICIPATIONS:	79	3.7	33.0	29.1	5.1	11.4	7.6	10.1	1.2	3.7	30.4

TABLE 17--ROLE OF ADVISORY COMMITTEES IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMA BY LEVEL AND MINORITY PARTICIPATION	NUMBER OF PROGRAMS	PERCENTAGE OF PROGRAMS						
		COMMITTEE PARTICIPATES IN SETTING PROGRAM GOALS	COMMITTEE HELPS PLAN CURRICULUM	COMMITTEE HELPS SET ADMISSION REQUIREMENTS	COMMITTEE HELPS RECRUIT STUDENTS	COMMITTEE PROVIDES JOB PLACEMENT	COMMITTEE EVALUATES PROGRAM	OTHER
2 YEAR INSTITUTIONS								
HIGH MINORITY PARTICIPATION:								
VETERAN	22	59.1	31.8	13.6	45.5	45.5	45.5	0.0
WOMEN	22	50.0	27.3	9.1	40.9	36.4	36.4	0.0
BLACK	48	16.6	12.5	6.2	10.4	16.6	14.5	0.0
SPANISH SURNAMED	35	17.1	11.4	5.7	11.4	14.2	11.4	0.0
ASIAN AMERICAN	15	6.6	6.6	6.6	6.6	6.6	6.6	0.0
AMERICAN INDIAN	13	15.3	15.3	7.6	7.6	15.3	15.3	0.0
LOW MINORITY PARTICIPATION:	61	40.3	20.9	9.0	31.3	35.9	35.9	1.5
4 YEAR INSTITUTIONS								
HIGH MINORITY PARTICIPATION:								
VETERAN	28	53.6	25.0	17.9	42.9	28.6	53.6	3.6
WOMEN	25	52.0	32.0	16.0	48.0	32.0	44.0	4.0
BLACK	46	17.6	13.0	8.6	13.0	15.2	19.5	4.3
SPANISH SURNAMED	30	10.0	6.6	3.3	3.3	3.3	6.6	3.3
ASIAN AMERICAN	31	19.3	12.9	9.6	16.1	12.9	16.1	3.2
AMERICAN INDIAN	25	16.0	8.0	0.0	8.0	12.0	16.0	0.0
LOW MINORITY PARTICIPATION:	79	34.2	19.0	16.5	25.3	19.0	30.4	3.8

TABLE 18–AVAILABILITY OF STRUCTURED GUIDANCE SERVICES IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS		
	NO.	%	GUIDANCE SERVICES OFFERED BY CO-OP OFFICE	STRUCTURED GUIDANCE NOT AVAILABLE	INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	22	100	68.2	31.8	0.0
WOMEN	22	100	59.1	27.3	13.6
BLACK	48	100	15.0	17.0	68.7
SPANISH SURNAMED	35	100	11.4	14.3	74.2
ASIAN AMERICAN	15	100	20.0	6.7	73.3
AMERICAN INDIAN	13	100	23.1	7.7	69.2
LOW MINORITY PARTICIPATION:	68	100	41.1	23.5	35.3
4 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	28	100	50.0	32.1	17.9
WOMEN	25	100	56.0	12.0	32.0
BLACK	46	100	17.4	10.9	71.7
SPANISH SURNAMED	30	100	10.0	10.0	80.0
ASIAN AMERICAN	31	100	25.8	9.7	64.2
AMERICAN INDIAN	25	100	12.0	12.0	73.1
LOW MINORITY PARTICIPATION:	78	100	32.1	37.2	30.8

TABLE 19—AVAILABILITY OF JOB PLACEMENT SERVICES TO STUDENTS IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL NO.	TOTAL %	JOB PLACEMENT PROVIDED BY CO-OP OFFICE	PLACEMENT SERVICES NOT AVAILABLE	INFORMATION NOT AVAILABLE
2 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	22	100	68.2	0.0	31.8
WOMEN	22	100	54.5	0.0	45.5
BLACK	48	100	64.5	2.0	33.3
SPANISH SURNAMED	35	100	60.0	0.0	40.0
ASIAN AMERICAN	15	100	46.6	0.0	53.3
AMERICAN INDIAN	13	100	46.1	0.0	53.8
LOW MINORITY PARTICIPATION:	68	100	63.2	2.9	33.8
4 YEAR INSTITUTIONS					
HIGH MINORITY PARTICIPATION:					
VETERAN	28	100	53.6	7.1	39.3
WOMEN	25	100	48.0	8.0	44.0
BLACK	46	100	56.5	0.0	43.4
SPANISH SURNAMED	30	100	33.3	3.3	63.3
ASIAN AMERICAN	31	100	54.8	3.2	41.3
AMERICAN INDIAN	25	100	56.0	0.0	44.0
LOW MINORITY PARTICIPATION:	79	100	60.8	7.6	31.6

TABLE 20 -AVAILABILITY OF SUPPORTING SERVICES

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	NUMBER OF PROGRAMS	COUNSELING		INSTRUCTION		TUTORING FOR HANDICAPPED	READERS AND INTERPRETERS			VOCATIONAL TESTING AND DIAGNOSIS	SOCIAL WORK AND FAMILY INVOLVEMENT	TRANSPORTATION SERVICES	MOBILE INSTRUCTION	OTHER
		CAREER	ACADEMIC	BASIC EDUCATION	REMEDIAL		FOR BILINGUAL	FOR BLIND	FOR DEAF					
2 YEAR INSTITUTIONS														
HIGH MINORITY PARTICIPATION:														
VETERAN	22	95.5	90.0	54.5	59.1	45.4	27.3	22.7	22.7	90.7	13.6	13.6	4.5	13.6
WOMEN	22	81.8	72.7	45.5	36.4	27.3	9.1	13.6	18.2	72.7	9.1	4.5	0.0	9.1
BLACK	76	31.2	29.1	14.5	14.5	12.5	4.1	4.1	4.1	25.0	2.0	4.1	2.0	2.0
SPANISH SURNAMED	51	28.5	28.5	11.4	17.1	11.4	2.8	0.0	2.8	20.0	5.7	2.8	5.7	0.0
ASIAN AMERICAN	22	26.6	20.0	6.6	13.3	13.3	6.6	0.0	6.6	20.0	6.6	6.6	6.6	0.0
AMERICAN INDIAN	21	30.7	23.0	23.0	0.0	15.3	7.6	7.6	7.6	23.0	0.0	0.0	0.0	0.0
LOW MINORITY PARTICIPATION:	67	64.2	62.7	32.8	35.8	26.7	13.4	19.4	11.9	52.2	10.4	6.0	1.5	4.5
4 YEAR INSTITUTIONS														
HIGH MINORITY PARTICIPATION:														
VETERAN	28	78.6	71.4	28.6	21.4	28.6	14.3	14.3	10.7	53.6	25.0	10.7	7.1	0.0
WOMEN	25	72.0	68.0	28.0	20.0	28.0	16.0	16.0	12.0	48.0	20.0	16.0	8.0	0.0
BLACK	58	28.2	21.7	10.8	6.5	10.8	2.1	4.3	4.3	17.3	6.5	2.1	0.0	0.0
SPANISH SURNAMED	23	16.6	13.3	6.6	6.6	6.6	0.0	3.3	3.3	10.0	0.0	0.0	0.0	0.0
ASIAN AMERICAN	47	38.7	32.2	9.6	9.6	9.6	3.2	6.4	6.4	16.1	3.2	3.2	0.0	0.0
AMERICAN INDIAN	37	28.0	24.0	16.0	8.0	16.0	4.0	4.0	4.0	24.0	8.0	4.0	0.0	0.0
LOW MINORITY PARTICIPATION:	79	65.8	62.0	13.9	13.9	15.2	5.1	6.3	3.8	30.4	12.7	6.3	2.5	1.3

TABLE 21--MINORITY PROFESSIONAL/INSTRUCTIONAL STAFF IN CO-OPERATIVE EDUCATION PROGRAMS

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL NO.	TOTAL %	PERCENTAGE OF PROGRAMS: WOMEN ON STAFF	VETERAN	HANDICAPPED	BLACK	ASIAN AMERICAN	SPANISH SURNAMED	AMERICAN INDIAN	OTHER
2 YEAR INSTITUTIONS										
HIGH MINORITY PARTICIPATION:										
VETERAN	22	100	90.9	54.5	9.1	36.4	22.7	22.7	0.0	18.2
WOMEN	22	100	77.3	45.5	9.1	31.8	22.7	22.7	0.0	13.6
BLACK	48	100	31.2	14.5	0.0	10.4	2.0	4.1	0.0	6.2
SPANISH SURNAMED	35	100	20.0	8.5	2.8	11.4	8.5	8.5	2.8	5.7
ASIAN AMERICAN	15	100	26.6	20.0	6.6	26.6	13.3	13.3	6.6	6.6
AMERICAN INDIAN	13	100	30.7	23.0	0.0	15.3	0.0	0.0	0.0	0.0
LOW MINORITY PARTICIPATION:	67	100	92.7	58.5	7.3	26.8	9.8	14.6	2.4	12.2
4 YEAR INSTITUTIONS										
HIGH MINORITY PARTICIPATION:										
VETERAN	28	100	82.1	39.3	10.7	53.6	3.6	7.1	7.1	21.4
WOMEN	25	100	68.0	40.0	8.0	60.0	4.0	0.0	8.0	16.0
BLACK	46	100	23.9	21.7	13.0	10.8	6.5	6.5	4.3	4.3
SPANISH SURNAMED	30	100	20.0	13.3	6.6	6.6	3.3	6.6	3.3	13.3
ASIAN AMERICAN	31	100	3.2	29.0	16.1	22.5	6.4	3.2	0.0	3.2
AMERICAN INDIAN	25	100	20.0	16.0	8.0	16.0	4.0	4.0	4.0	8.0
LOW MINORITY PARTICIPATION:	79	100	74.1	31.5	1.9	48.1	0.0	0.0	1.9	18.5

TABLE 22--PARTICIPATION OF AFFIRMATIVE ACTION OFFICER

PROGRAMS BY LEVEL AND MINORITY PARTICIPATION	TOTAL		PERCENTAGE OF PROGRAMS				
	NO.	%	INSTITUTION HAS A. A. OFFICER BUT DOES NOT PARTICIPATE IN CO-OP	INSTITUTION'S A. A. OFFICER PARTICIPATES IN CO-OP PROGRAM	INSTITUTION DOES NOT HAVE A. A. OFFICER	CO-OP PROGRAM NOT SURE OF A. A. EXISTENCE	INFORMATION UNAVAILABLE
2 YEAR INSTITUTIONS							
HIGH MINORITY PARTICIPATION:							
VETERAN	22	100	22.7	27.3	40.9	9.1	0.0
WOMEN	22	100	18.2	31.8	31.8	0.0	18.2
BLACK	48	100	4.2	6.3	12.5	10.4	66.7
SPANISH SURNAMED	35	100	11.4	8.6	8.6	5.7	65.7
ASIAN AMERICAN	15	100	0.0	13.3	13.3	0.0	73.3
AMERICAN INDIAN	13	100	0.0	0.0	15.4	15.4	69.2
LOW MINORITY PARTICIPATION:	71	100	40.0	5.6	22.5	7.0	33.8
4 YEAR INSTITUTIONS							
HIGH MINORITY PARTICIPATION:							
VETERAN	28	100	39.3	21.4	14.3	10.7	14.3
WOMEN	25	100	36.0	24.0	16.0	4.0	20.0
BLACK	46	100	15.2	8.7	4.3	6.5	65.2
SPANISH SURNAMED	30	100	16.7	6.7	0.0	10.0	66.7
ASIAN AMERICAN	31	100	19.4	12.9	3.2	6.5	58.1
AMERICAN INDIAN	25	100	12.0	16.0	8.0	4.0	68.0
LOW MINORITY PARTICIPATION:	83	100	41.0	4.8	13.3	10.8	30.1

APPENDIX A:

Survey Questionnaire

DEFINITIONS

Co-operative Education is an arrangement for bringing relevance to formal instruction through alternating employment/work experience in the community with classroom instruction.

Handicapped Student is a person who is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or who has other health impairments which require special education or related services.

Question 3:

A. Centralized Program is one in which a central office and core staff is responsible for program coordination and work experience activities for students in all participating curricula.

B. Decentralized Program is one in which individual academic divisions coordinate and supervise work experience activities for students within their own departments.

Question 9:

A. Developmental Course is instruction designed to help students develop the basic skills and understandings necessary to succeed in occupational-technical programs or in college/university parallel programs.

Question 10:

A. Work Station is a specific area in a business or industrial establishment in which the student is taught job skills, procedures, and specific technical information.

TIDEWATER COMMUNITY COLLEGE
VIRGINIA BEACH CAMPUS
CO-OPERATIVE EDUCATION SURVEY

1. How many years has your institution had a co-operative education program?

_____years

2. In what kind of setting is your institution located?

A. _____Municipality of 100,000 population or more
B. _____Place of 25,000 to 100,000
C. _____Place of 2,500 to 25,000
D. _____Place of less than 2,500

3. How is your institution's co-operative education program structured?

A. If your program is centralized to whom does the director report?
1. _____President
2. _____Chief academic officer
3. _____Chief business officer
4. _____Chief Student affairs officer
5. _____Other officer (specify)_____

B. If your program is decentralized what is the role of your field coordinators?
1. _____Field coordinators attached to participating academic departments
2. _____Field coordinators attached to student services
3. _____Other (specify)_____

4. What are the requirements for admission to your co-operative education program(s)? (Check one or more below)

1. _____Age requirement
2. _____Course prerequisites
3. _____Competency test
4. _____Grade point average (specify)_____
5. _____Grade level (specify year)_____
6. _____Faculty recommendation
7. _____Other (specify)_____
8. _____No specific requirements for admission

5. What are the requirements for students to remain in your co-operative education program(s)? (Check one or more below)

1. _____Grade point average (specify)_____
2. _____Achievement test
3. _____Other (specify)_____
4. _____No specific requirements to remain in program

6. How were your student work training periods offered in 1973-74?

   1. _____ Alternate plan (alternate class attendance and a full-time job in conjunction with another student on a semester or quarter basis)
   2. _____ Parallel plan (a part-time job in conjunction with college classwork)
   3. _____ Extended day/evening (a full-time job in conjunction with evening classwork)
   4. _____ A combination of the above
   5. _____ Other (specify)_____

7. What percentage of all credit bearing academic classes were offered after 4:00 P.M. or on weekends in 1973-74?

   _____%

8. What percentage of all academic departments participate in your co-operative education program?

   _____%

9. Estimate below the percentage of all co-operative/vocational students who took two or more developmental courses in 1973-74.

   A. _____ Women (including all minorities)
   B. _____ Veterans (including minorities)
   C. _____ Handicapped (including minorities)
   D. _____ Black
   E. _____ Oriental
   F. _____ Spanish surnamed
   G. _____ Other (specify)_____
   H. _____ Remedial instruction was not offered to co-operative/vocational students

10. When at work stations in 1973-74 were co-operative education students required to pay: (Check one or more below)

    1. _____ Full tuition
    2. _____ Tuition at reduced rate
    3. _____ Registration fee
    4. _____ Co-op fee
    5. _____ Other (specify)_____

11. What percentage of all academic departments participating in your co-operative/ vocational program(s) require the completion of work assignments for graduation?

    _____% of all departments

12. In academic year 1973-74 what percentage of all academic departments granted credit for the completion of student work assignments coordinated by the co-op program?

_____% of all departments

13. What was the duration of the average co-op student work assignment in 1973-74?

_____weeks

14. Does your institution's co-operative/vocational program actively recruit women, minorities, veterans, and handicapped individuals from the community?

1. _____Yes 2._____No

If "Yes", how many years has the program been pursuing this special recruiting?

A. _____years

15. What percentage of your co-operative program budget was used for off campus recruiting in 1973-74?

_____% of budget

16. Please indicate if any persons on your co-operative education staff are: (Check one or more below)

A. _____Women (including all minorities)
B. _____Veterans (including all minorities)
C. _____Handicapped (including all minorities)
D. _____Black
E. _____Oriental
F. _____Spanish surnamed
G. _____American Indian
H. _____Other (specify)_____

17. Does your co-operative education program(s) have a structured guidance program?

1._____ Yes 2._____No

18. Does your co-operative education program(s) provide job placement services to students?

1._____Yes 2._____No
If "yes", please indicate below the type(s) of service.
A. _____Program has own co-operative/vocational placement office
B. _____Instructors make referrals
C. _____Field coordinators make referrals
D. _____Institutions placement office offers assistance
E. _____Other (specify) _____

19. What kind of job classification do co-operative education field coordinators receive?

1. _____Faculty rank (tenure earning)
2. _____"Courtesy" faculty rank
3. _____Administrative and professional
4. _____Career service
5. _____Other (specify)_____

20. Do the co-operative/vocational professional and general education staffs jointly develop curriculum for students in your co-operative education program(s)?

1._____Yes 2._____No

21. How many field coordinators did your co-operative education program have in 1973-74?

A. _____Full-time coordinators
B. _____Part-time coordinators

22. How many times in 1973-74 did each co-op field coordinator visit each employer per work term?

_____visits each work period

23. How many employers provided work stations for your co-op students in 1973-74?

A. _____number of cooperating employers
B. _____number of total work stations in 1973-74

24. Is it a regular policy in your program for community employers to participate in the screening and selection of students who will co-op with them?

1._____Yes 2._____No

25. Were any industries or agencies which provided work stations to your students in 1973-74 owned or managed by: (Check one or more below)

A. _____Black
B. _____Orientals
C. _____Spanish surnamed
D. _____American Indian
E. _____Other (Specify)_____

26. How often does your co-operative education department conduct community and employer needs surveys?

A. _____every year
B. _____every 2 years
C. _____every 3 years
D. _____every 4 years or more

27. Does your co-operative education program have an advisory committee?

1._____Yes 2._____No

If "Yes", how many of the below are represented? (Check one or more)

A. _____Parents of students
B. _____Students
C. _____Business/industry representatives
D. _____Labor Union representatives
E. _____Interest group for Blacks
F. _____Interest group for Veterans
G. _____Interest group for Women
H. _____Interest group for the Handicapped
I. _____Interest group for other minority (specify)_____

28. Indicate below the program area(s) in which this advisory committee participates. (Check one or more)

1. _____Establishing program goals and objectives
2. _____Curriculum planning
3. _____Admission requirements
4. _____Recruitment of students
5. _____Job placement or referrals
6. _____Evaluation of program(s)
7. _____Other (specify) _____

29. Did your institution's co-operative education program(s) receive federal support in 1973-74?

1._____Yes 2._____No

A. _____U.S. Office of Education
B. _____Department of Labor
C. _____Other (specify) _____

_____Amount received in 1973-74

30. Please indicate below the type(s) of services your institution provides to co-operative education students (including handicapped students).

A. _____ Academic counseling
B. _____ Career counseling
C. _____ Basic Education Teachers
D. _____ Readers/Interpreters
   1. _____ For Bilingual students
   2. _____ For Blind students
   3. _____ For Deaf students
   4. _____ For Other (specify)_____
E. _____ Remedial Teachers/Therapists
F. _____ Tutors for Handicapped
G. _____ Testing and diagnosis
H. _____ Social work and family involvement
I. _____ Transportation service
J. _____ Mobile instructional units
K. _____ Other (specify)_____

31. What percentage of all students enrolled in your co-operative education program(s) in 1973-74:

A. _____ Received financial aid
B. _____ Worked part-time or full-time while carrying 15 credit hours or more
C. _____ Were assigned to job stations within commuting distance of the institution
D. _____ Were assigned to job stations beyond commuting distance of the institution
E. _____ Worked at job stations without pay

32. Does your institution have an Affirmative Action Officer?

1._____ Yes 2._____ No 3._____ Not sure

If "Yes", what is the extent of this individual's participation in your co-operative education program?

_____

_____

33. Please indicate in the table below the total number of students (enrolled full-time or part-time) who participated in your institution's co-operative education program in academic year 1973-74.

ITEM	SEX AND OTHER CHARACTERISTICS					
	MALE			FEMALE		
	HANDICAPPED NON-VETERAN	VETERAN	OTHER	HANDICAPPED NON-VETERAN	VETERAN	OTHER
CAUCASIAN						
BLACK						
SPANISH SURNAMED						
AMERICAN INDIAN						
ORIENTAL						
OTHER MINORITY						